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ABSTRACT

This proceedings summarizes a conference sponsored by the Center for Rural Education and Small Schools at Kansas State University. Included are the keynote speech and abstracts of 46 conference presentations. The keynote speech, "Invisible and Silent along the Blue Highways," by Patricia A. Schmuck, examines problems of ethnic, racial, and gender bias in small rural schools, and suggests ways to overcome pervasive myths about diversity and to provide equal educational opportunity for all students. The following key issues relevant to rural and small schools were emphasized in the conference sessions: (1) student assessment; (2) service integration; (3) educational leadership; (4) staff development; (5) multicultural education; (6) promoting community and family involvement in schools; (7) inclusion of disabled students; (8) educational software; (9) educational technology; (10) school improvement; (11) curriculum development; (12) educational change; and (13) role of superintendents. (LP)

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Fifteenth Annual Rural & Small Schools Conference
October 25-26, 1993

# Challenges & Changes

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## Strategies for Rural Education & Small Schools

## Proceedings

Center for Rural Education
and Small Schools
College of Education
Kansas State University
Manhattan, KS 66506

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# Keynote Speech

# INVISIBLE AND SILENT ALONG THE BLUE HIGHWAYS

Patricia A. Schmuck
Lewis & Clark College
Center For Rural Education And Small Schools
Manhattan, Kansas
October 25, 1993

In 1989 Dick Schmuck and I visited 25 small school districts in 21 different states. We traveled over 10,000 miles for six months along what William Least Heat Moon called the Blue Highways of America, those two-lane roads marked blue by the cartographer's pen. We interviewed over 500 people: teachers, administrators, students, clergy, custodians and citizens. Our experience is reported in several articles and a book, Small Districts: Big Problems (1992). One question we asked of all administrators and teachers was, "tell me how you provide equal educational opportunity for your students?" Let me give you three examples of responses. These three examples illustrate the pervasive myths about diversity in our small-town public schools.

In a small Louisiana town on the Mississippi Delta, where bald cypress trees grow bunched together in the lake that separates the white and the black community, we visited one school district. This town was perhaps the most economically devastated we saw on our trip. The 1960s federal order for racial desegregation resulted in an all-white private academy being formed, which still exists. The north side of the river has middle-class homes and green lawns that run to the lake. The south side of the river holds the town--such as it is--amidst boarded-up stores and run-down houses. The previously small farms had been sold to corporations, and those who were sharecroppers and tenant farmers moved to the center of town. The public school is

about 90 percent black. The public schools struggle for tax funds, and the white community is struggling also -- not only to pay the tax funds but to support the all-white academy. It's an economically bereft and spiritually bankrupt community. We visited an elementary school just outside of town; the principal was a white male. He said--now listen to the assumptions behind his words--"colored kids who do well in school have mixed breeding." Let me repeat, "colored kids who do well in school have mixed breeding." This is a school leader, one who helps form a belief pattern in schools. Yet he believed a white blood strain was necessary for "colored" kids to succeed in school. While this was perhaps the most directly racist statement we heard, we did hear from other teachers and administrators in the midwest, and in the north about Hispanics, about Indian children, and about children from poor homes: statements that echoed the myth that some children cannot learn. That's important myth 1: <u>some children cannot learn</u>. Do you believe that some children cannot learn?

In northern Texas where the flat land stretches on forever, where small towns dot the flat landscape, and flashing neon signs light the liquor stores lined outside of dry towns, we visited a high school. The high school was antique--wooden lockers, without locks, lined the halls on the old wooden floors where students gathered, like they do in all high schools, to meet each other, to talk about their concerns. The vast majority of students in this school were white; they were bussed from the small ranches surrounding the small town where the local businesses were mostly boarded up as a new Walmart had been created in a nearby community. One index of a dying small-town community may be the distance it is from the local Walmart. In response to our question, "how do you provide equal educational opportunity for your students," the high school principal responded, "students are students. I don't care if they are girls or boys, black, yellow or green, they all ride the same bus, eat the same food, have the same classes." This sentiment was repeated by others: "we're so small here, kids are scheduled for all classes, there is no choice, it's the same for everyone." Here is the

second myth: same is equal. Do you believe if you offer the same educational opportunities, you are providing equal educational opportunity? Do you believe same is equal?

The third example was the most prevalent response. We heard this in the south, in the north, in the midwest. When asked, "how do you provide equal educational opportunity for your students," the majority of the responses was "no problem." Comments such as: "we don't have any blacks here so we don't have to worry," or "we don't go out of our way," "we don't do anything here," "there are no barriers here," or "that used to be a problem 20 years ago but now girls can do everything boys can do," or "I don't do anything special because students can be whatever they want to be." This is the third myth: there is no problem. Do you believe you have no problem? If you do, I think you are sticking your head in the sand so you don't see problems of inequity.

Let me address those three myths:

Some children can't learn.

Same is equal.

We have no problem.

I will address these myths by addressing four topics that address these myths:

1. The belief systems of teachers and administrators: knowing the language of equality.
2. Developing a school culture: meeting equality head-on.
3. The patterns of school administration: the "Mom and Pop" of school administration in small-town schools.
4. Finally, I will address those who are "invisible and silent" in our schools.

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1. **The Belief Systems of Teachers and Administrators: Knowing the Language of Equality.**

Since the federal court rulings of 1954, Brown vs. Board of Education position

that separate cannot be equal, the passage of Title IX in 1972 stating schools receiving federal funds cannot discriminate on account of sex, and the mainstreaming mandates requiring education in the least restrictive environment, our language has changed considerably. In the past few decades, during your lifetime, we have developed new words and concepts which we did not have before.

You probably are familiar with the work of the linguist, Whorf, who argued that language creates our perceptions of the world. His famous example is the 20 or so words for snow in some Indian languages in Alaska. These twenty different words for snow differentiate the kinds of snow; with such distinctions in language, people SEE different kinds of snow. Skiers need adjectives such as wet, dry, packed, or fluffy to describe snow. Our language helps form our concepts of the world. Words are powerful constructs. Our words and our constructs change over time. With new words we construct new meanings; language constructs the reality we see.

Just listen to how our language has changed with regard to race--nigger, Negro, colored, black and African American. In your own lifetime you have seen the different labels we give to someone whose ancestors came from Africa. These words have different meanings constructed over time. "Nigger" is offensive; it carries meanings which are offensive. We now use the word "racist" with understanding what it means. That would not have been the case even 30 years ago.

Sexism. That's a word we use today. We didn't use or understand that word just 20 years ago; it was not part of the regular lexicon. Although some people still think that sexism is about sexual relations, the way we use it refers to the differential experiences of what it means to be male and female. You can identify a sexist joke; someone is being demeaned for being female. Probably some of you are replacing the word "sex" with "gender," and you say this is a person of the male or female gender. Gender has become the new word. Technically sex is about biology; one is of the male or the female sex. Gender has come into our vocabulary to separate biology from social

phenomenon. That is, gender is the social meaning given to a person of the female or male sex. GENDER, such as RACE, is a concept that is socially constructed. It is based on sex, but the meaning changes. For instance, it's only 150 years ago that women could not teach, because it was not a job for a respectable woman. It was only about 150 years ago that psychologists and doctors argued that females should not go to school because too much brain activity would destroy their reproductive capacity. We hold such ideas as hogwash today, but it's been fairly recent in our history that being female had such gender meanings. Gender is the study of what it means to be male and female in the society, and that meaning changes.

So what does language have to do with providing your students equal educational opportunity? I go back to the interviews with teachers and administrators we had on our travels. The ONLY administrators and teachers who could give a thoughtful answer to our question, "how do you provide equal educational opportunity for your students?" had the language and the concepts to answer the question. Let me give you a few examples.

A vocational education teacher said, "I'm glad when girls take welding and boys do home economics, but it's hard for them. The stereotypes are so ingrained in our society. There is a feeling in our community that girls will become housewives only. There is more pressure on traditional roles from the community than there is from the school."

A female high school vice principal said, "awareness about sex stereotyping needs to begin early, probably at the elementary level. It's asking high school students too much to buck the system of stereotyping at this level. They are dealing with so many things."

A male student said about his male principal, "Mr. Jones tries real hard I know. But he grew up at an earlier time. He's a real male chauvinist; I see how he treats the female teachers but he's just unaware." This is a student who could see how Mr. Jones

treated female teachers. Evidently Mr. Jones could not see that.

These are thoughtful teachers, administrators and students. They had the language to express the concepts of inequality. They used words such as stereotype, bias, and the "isms--racism, sexism, chauvinism," which we didn't have available to us just 20-30 years ago. They had a language to express, and they had conceptual constructs to see the differential experiences of males and females.

The majority of educators who could give a thoughtful answer to the question about equal educational opportunity were those who had attended some workshop about issues of equal educational opportunity. GESA (Gender Expectations and Student Achievement), developed by Dea Grayson, in Des Moines, Iowa, was the most prevalent response. HOW? How many of you or any of your teachers have attended a GESA workshop or another workshop on providing equal educational opportunity? It requires learning how to see, to make aware what is unaware.

In regard to Title IX, we surmised 37 percent of superintendents saw no problem, 28 percent reported full compliance, and 35 percent expressed concerns. I guess at least one-third of the districts were not in basic compliance with the legal mandate to not discriminate on account of sex.

What about YOU? Do you have the language to see inequality? Does your faculty have the language to see inequality? If you don't have the language you will not see it. Having a language helps construct how we see the world.

2. **Developing a School Culture: Meeting Equality Head-on**

There are differences that exist between students. Even peas in a pod, if you look carefully, are different from pea to pea. You have more variation in your school than peas in a pod. Maybe some of you do have obvious ethnic or racial diversity. When you think of diversity you think of someone who is not white, since white is the majority culture in our society. Maybe you have blacks or Hispanics who have been here for generations. Maybe you have some of the new immigrants to our shores:

Vietnamese, Russians and others who come to the "land of liberty." Even if you don't have such obvious racial or ethnic diversity, you have diversity. You have girls and boys; you have students who come from homes where family has been first teacher (and we have always done well by these kids where parents have prepared them to enter school); and you have lots of kids where family has not been a first teacher--or the kind of teacher that prepares them well for school. You have students who are athletic, kids who are "nerds," students who operate from their right brain only when we demand mostly left-brain activity. YOU HAVE DIVERSITY.

How can a school meet such diversity? How can we satisfy the needs of such a diverse population? That is a problem in American schools. It has always been a problem, and it is a problem today.

Let me go back to language and how we communicate our respect for diversity. We have laws on the books that say we will "not discriminate" on the basis of sex, race or special needs. There are those of you who say, "what is the big deal," this is merely the big hand of the federal government telling me what to do. I know how to manage compliance--or circumvent compliance--with the federal government. One of the enduring, dear and perverse attributes I give to educators in small-town and rural districts is the individualism which has been the forefront of this country. Small-town and rural school administrators do NOT (I repeat), do NOT like to deal with the bureaucratic mentality of the federal government. But let me try to turn this around for you. IF you truly want to provide equal educational opportunities for your students, the laws are there to help you.

Certainly we have seen a narrowing of those laws since 1980 and the Reagan administration. I talked to a superintendent of a small district in Oregon in the late 80s; he said he called the Region X office to provide him with some help about inequities in athletic opportunities for males and females. He was told, "Don't bother about it, we're really not investigating these cases." In fact, there has never been a school district in the

United States called on the carpet for noncompliance with Title IX. Perhaps we will see a new era; maybe some of you will hope that the next 12 years will eek out like the last 12 years, and you will not really have to deal with gyms already crowded for boys' practice, to include girls' practice, or that you will not really have to look at classes which are predominately one sex and have to develop strategies to include more girls in shop, boys in home economics. Interestingly, most small-school administrators did not report a difference in girls and boys in academic achievement such as advanced math and science classes; in fact, the girls predominated. Girls in small-town schools are more likely than boys to be academic achievers.

You say you have no problem. I say unless you hit the issue of inequality head-on, you have a problem. After all, kids today are not recluses; they have seen TV, and they see who does what in this society. They already know the "isms" in our society. Kids bring the "isms" to school.

I will tell you a story about how students bring the "isms" of society to school. When our son, Allen, was in kindergarten, he had a masterful teacher, Elga Brown. She knew how to confront the "isms" students brought with them. Elga was talking to the children about what she should show about their kindergarten to the parents who would be visiting school for a parent meeting that evening. The children responded, "You should show our fathers the shop, and you should show our mothers the kitchen area." Elga then confronted their stereotypes. "But how many of you have seen your mothers with hammers and screwdrivers fixing things in your house?" Of course, most children raised their hands. Elga concluded, "then your mothers would be interested in seeing the shop too." They agreed. Then she asked, "How many of you have seen your fathers in the kitchen cooking family meals?" Again, most children raised their hands. At which point Allen called out, "My dad cooks, he makes bananas and whiskey!" We heard this story from Elga that evening as she invited herself to our home for this famous dessert.

IF you are to achieve equal educational opportunities, you as educational leaders, must be the people who confront the stereotypes; you must be the leaders who deliver the rhetoric of equality. If you don't deliver it, no one will.

I have lived abroad and worked with schools in many different countries. In most countries in the world there is no rhetoric about providing equal educational opportunities; therefore there is no policy. While I have always been a critic of our public schools because we do not achieve the equal educational opportunities we aspire toward, at least we aspire toward them. Your rhetoric about providing equal educational opportunity to your staff, to your community, and to your students is critically important. If you have no rhetoric, you probably have no policy. If you have no policy, you are probably among those who say, "we have no problem." If you have no rhetoric, or policy, you are not using the laws, on the books, to assist your schools toward equal educational opportunities. If it is not part of our rhetoric, how could we dream toward it to make it policy? If is not part of our policy, how can we use the law? If it isn't in our rhetoric, policy and law, how could our dream for educational equality ever be achieved?

There are schools which MAXIMIZE OR MINIMIZE the differences between students who enter their doors. There are schools which have the spectrum of a rainbow of color of students. There are schools which have only one ray of the rainbow, but nevertheless they are diverse. In a study I did with Jane Schubert (Schmuck, Schubert, 1994), we investigated the equal opportunities provided by the schools. These were all schools with female principals. We categorized three responses to the question, "how do you provide equal educational opportunity?" The three categories were:

1) Equity as a Single Event. A role model invited to class, or there is a day, a period, a special bulletin board emphasizing equality. This is only one teacher doing something on one day.

2) Equity as a School Add-On. This was a school event, but a one-time event

only, such as celebrating Martin Luther King Day, celebrating Women's History Week in some way. It was a day devoted to a celebration of those "silent and invisible" in our history.

3) Equity as Institutional Practice. This is ongoing practice; it's part of the "way we do business." It's keeping data on disciplinary practices that may differentiate on sex, race or ethnic lines; it's looking at curriculum and exploring bias in text books. As someone who has equal educational opportunity as a goal, you look at test scores: are there discrepancies on the basis of sex or race--and you develop plans to deal with that. You investigate how you offer equal educational opportunity and when you find a problem of inequity, you tackle it. On the Blue Highways we saw no school that treated equity as institutional practice.

You probably are all familiar with that line of research called the "effective schools research." Ron Edmonds started that research in inner-city black schools. He found some schools did a more effective job of addressing and ameliorating the racist assumptions in our society. You know the research--effective schools are those with high expectations, clarity of goals, safety, have an ethos of caring. Those effective schools in the inner city, primarily black neighborhoods, did not believe that some children could not learn; they believed that all children could learn. And they did it. Today there are exemplary examples of schools, such as Debbie Meiers, Central Park East in New York, who have turned things around. Kids who were not generally expected to achieve, did so. You are not administrators or teachers in the inner cities of our country; yet you can learn something from this research. There was a pervasive culture of caring, and these schools met the hidden myths of our society head-on. They believed all students could learn, and they created a school culture on this premise. Those effective schools hit head-on the racist assumptions in our culture.

Rural and small-town schools are different than urban schools, than suburban

schools. Your school is your community; we refer to the small-town school as vortex. Unlike urban or suburban communities, you hold the lead. You do not compete with other athletic events or theatrical offerings. When something happens in your town it usually is in the school. The school is the center in many rural and small towns. And you as educators, as administrators and teachers in small towns have an important community role.

Your school is influenced deeply by the community norms and morals. One of the problems emerging most recently in the research is about sexual harassment in the schools. Have you addressed the problem in your school? If you say no, you are hiding your head in the sand. Let me tell you about two incidents in rural schools, both in Oregon.

In one small school district in Oregon a female student reported to a female teacher that she had been harassed by a student at a school party. The student happened to be the student body president. The teacher encouraged her to report the incident to the administration, and the girl did. She was called to a hearing to "investigate" the charges; attending the meeting were the male student body president, the male principal and two male vice principals. Facing all these men at her hearing, she recanted her story. She became "invisible and silent".

In one other small school district a female student reported the unwanted advances of a popular male teacher in the high school. She reported it to the female vice principal, who reported it to the male principal, and a hearing ensued. It received publicity in the local community, and many community members called the school incensed that such charges had been brought. The community sentiment was, "we know he makes advances to female students--she should have known better and stayed away from him." It suddenly became her responsibility; the teacher was dismissed from school amidst the objections of parents.

What do you do to provide a school culture to meet the "isms" of society? Equity

as a single event, equity as an add-on, or equity as institutional practice? If you report "no problem" and do nothing, you are the problem. Unless you confront the "isms" in our society you are not providing equal educational opportunity. SAME is not equal. Because same does not account for the "isms" in our society.

3) **School Leadership**.

In 1973 I was gathering data for my doctoral dissertation, "Sex Differentiation in Public School Administration." By the way, I was the second female ever to receive a doctorate from the Department of Educational Administration at the University of Oregon. Now at least one-half of the student body is female. My question was, why were there so few women in school administration? At that time there were about six percent in Oregon. I traveled the state and talked to women administrators, and when there were no women I talked with men administrators about why there were so few women administrators. Let me give you a few quotes I heard in those interviews from male administrators. Frankly, I was shocked that they would say such things to me, as a woman, exploring the topic of women in administration. I remember one male superintendent who cautioned me, "most women Ph.D.'s end up divorced--their husbands just can't stand brainy women." I'm pleased to announce I am not divorced, and Dick loves a brainy woman.

One male superintendent said, "It's easier to work without women. Principals and superintendents are a management team. We need each other for survival. I wonder if we could hang together so well if some of us were women? Could we talk together? I don't have that concern with a guy; he talks the same language. I can count on him. I don't have to take a risk."

Another male superintendent said, "If a woman goes into administration she must understand the workings of a man's mind. So when things are said, they should not be taken from a woman's angle but from a man's angle."

In 20 years perhaps some things have changed; we have seen some behavioral

changes from such Neanderthal thinking about women as school leaders. Maybe there are some of these dinosaurs still in existence, but they probably wouldn't say such things out loud anymore. Maybe they do.

Major happenings in the last 20 years are new concepts and constructs of educational leadership. It is an interesting corollary that the change from top-down, authoritarian, head-boss concepts of leadership is to leadership that is empowering, facilitative and participatory as more women move into administration. In fact, Sally Hegelson calls this "The Female Advantage." She argues that the new call for leadership is the kind of training that women have received in this society--a call for relationship-building rather than bossing. Some argue that women are more able to meet the call for the new kind of leadership because of their experiences of being in a female culture. Yes, you say. But I know women who outdo the male stereotypes; they are authoritarian, top-down and see themselves as boss. Yes, unfortunately I know some of these women too. And these women often don't take their responsibilities for providing equal educational opportunity either. One woman high school principal told me, "I bend over backwards not to give preferential treatments to girls and women on my staff. I want to be an effective administrator, not an effective woman." Yes, there are women who try to become what they consider to be the model of school leadership. The old models don't work; they reject the gender female stereotypes and model themselves after the old models of leadership. But I am hopeful that we will not only achieve some parity in educational administration, but that the kind of leadership women--and men will bring--will encourage, support and empower teachers and students to live up to their potential, that they will lead school organizations toward greater realization of our human potential.

In a recent book I edited with Diane Dunlap, Women Leading in Education (1994), Michelle Collay wrote a chapter about a small rural school in North Dakota, called the "Mom and Pop of School Administration." This is a story where social gender

roles are transported to the school setting. The superintendent/principal is male. The head teacher of the Elementary school is female. The male superintendent/principal plays the traditional "Pop" role – what is referred to in the old literature about families as the "instrumental role." He makes pronouncements, deals with paper work, attends state meetings and spends most of the time in his office. The head teacher, a female, plays the "Mom" role -- what is referred to in the old literature about families as the "expressive role." She mediates between the pronouncements of the superintendent and the practices of teachers; she organizes the faculty meetings, always with food, to set the stage for the pronouncements from "Pop." She is the one teachers go to with their problems; she is the one who deals with parents--primarily mothers; she is the one who listens, who consoles, who offers help. It is the traditional family roles of "Pop" and "Mom" set into the context of the school.

You may say, this sounds like a good arrangement; they compliment each other. Yes, it works. BUT, this arrangement perpetuates the old stereotypes of males playing the instrumental role and females playing the expressive role. I believe this is not only limiting to individuals who unconsciously accept the gender messages of the society, it communicates to teachers and to students about "proper" roles. What of those girls and women who would like to play a more instrumental role? What of those boys and men who would like to play the more expressive role? Just because the gender stereotypes call for girls and women to be expressive, it does not mean that role fits all girls and women. Just because the gender stereotypes call for males to be the authoritarian boss, does not mean that role fits all boys and men.

The educational leader we write about today calls for strengths in both the traditional male and female roles. The old models of pronouncement making and bossing do not work today, if they ever did. The old model of being the authoritarian boss is being replaced by a call for leaders who can be tough and tender, who operate with their head as well as their heart, who can build relationships with people by

listening, facilitating, and empowering.

The predominant leadership style we saw along the Blue Highways was primarily authoritarian. Of the 28 secondary principals and 12 elementary principals we categorized as authoritarian, all were male. Thirty-eight of the 40 had been coaches, and from our interviews we surmised most of them conceived of communication and decision-making as hierarchical, more like the military than the new calls for leadership. When we asked teachers, "what voice do you have in the operations of this school," most teachers reported they had little voice, such as the teacher who said, "What kind of voice do we have? Ha. None. We have a dictatorship in this school. This principal is just like my dad; that's the age they learned this stuff. If you don't like the captain, get off the ship."

We categorized 10 of the high school principals and 15 of the elementary principals as democratic. There were 10 women in our sample; nine of those were categorized as democratic. They exemplified democratic leadership; teachers had a voice; they solicited feedback and information from teachers and from students; they ran effective meetings where people had a voice.

Rural and small schools seem to be mimicking a model of bureaucratic governance that so many of our urban and suburban schools are trying to eliminate. Too many schools were characterized by distant and superficial relationships, yet they are in the context of close, personal communities. What small and rural schools have as their advantage, the close lives that people live, we saw many administrators not taking advantage of the school as a community of learners. This is what many urban or suburban schools are trying to do. You as school leaders can set the agenda so that people truly believe all children can learn. You, as school leaders, can build a school culture that rejects the "isms" of society students bring with them; you can determine you have a problem in providing equal educational opportunities. If you are not openly confronting it, you are not dealing with the inequities in your schools. You have a

problem; if you are providing the same education for everyone, you are not providing an equal education. Our students do not come to school as equals; they come to school as unequals–primarily as an accident of birth. SAME is not equal.

**4) The New Agenda**

Finally let me address what I see as our challenge as educators for the future: how to make the invisible visible, and how to listen to silenced voices. You are all privileged people in this room; I am a privileged person. By privilege I mean unearned advantages. By the condition of your birth you have privileges. Most of you are white; that is a privileged position in this society. Many of you are men; that is a privileged position in this society; these are unearned privileges. Then there are earned privileges. All of you are educated; that is a privileged position. You are generally economically secure; economic privilege is important in this society. As a privileged person in this society you can more than less have access to all the places you wish to go; you can more than less meet with people you wish to meet; you can belong to organizations and feel connected, not alienated; you can raise healthy children; you have access to medical care and support systems in your lives. Many doors open for you. Compare your privilege with the students in your school. They don't yet have any earned privileges; some have unearned privileges. Many have no unearned privilege. Many face no open doors.

Peggy McIntosh has an article called "White Privilege: Unpacking the Invisible Knapsack" (1989). She argues there are privilege attributes in our society and we, who are privileged, carry an invisible package of unearned assets. Our privilege is unacknowledged; it is a condition of our birth; it is invisible, yet it gives us an advantage over people who do not carry such privilege. You need to understand your privilege if you are to work with students who have little or no privilege in this society.

We, as educators, silence the voices of many of our students if they do not fit into the mainstream of unearned privilege, and then discount the voices of those who are

silenced; we move them to the margins and ignore them. Our public schools were created originally for those who were privileged: white middle-class and upper-class boys. White girls were "smuggled" into the high schools at the turn of the century, but the curriculum didn't change. It's only since 1954 that we have a desegregated public system. I argue schools still are institutions which perpetuate the unearned privilege in our society. We discount the experiences of those who do not have privilege, the unearned advantage. What a study of the "isms" has done in twenty years is move us to the margins--to see those who are on the margins, who have been invisible and those who have been silenced. We need to listen to the voices of students in our schools, of lesbian and gay students who deal with assaults, of young women and young men in lower-class communities who struggle for an identity and a job in a transforming global capitalist economy. We need to hear the voices of African American students and African American teachers trying to make sense of a public educational system with deeply fractured lines along race and class. We need to hear the silence of abused young girls as they struggle with their identity. These are not the privileged in our schools or our society, yet these are our students. If we deeply believe that schools are the democratic sphere of our society, that in them and through them we will continually build toward a greater democracy, a greater sharing of privilege, we need to move to the margins. We need to make visible the invisible, and we need to hear the silenced voices of students in our schools. You need to understand your privilege; you need to make it visible to yourselves so you can work with those without privilege.

In order to address the "silent and invisible" in our schools we need to attack the three myths; we need to believe that all children can learn; we need to understand that same is not equal; and that you have a problem--there is a problem of respecting diversity in your schools. Finally, you in leadership positions, as administrators and teachers, are the standard bearers in your communities. If you do not take on the task of providing equal educational opportunities for your students, then we may expect no

one will do it in your community.

Do you believe all children can learn? How can you communicate that belief? If you don't believe that all students in your charge can be taught to be effective contributing citizens in our democratic society, then you are in the wrong business. This must be a fundamental belief--you cannot write students off because they are not privileged like you--you cannot write them off when they are five, nine, or fifteen years old. There must be a fundamental belief that all children can learn, an understanding that same is not equal, and an acknowledgment that we have a problem in respecting diversity in our schools.

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# Concurrent Session Abstracts

## Electronic Portfolios: An Effective Means of Accountability

*Presenters:*
*Alan A. Aagaard, Ph.D.*
*Wichita State University*
*Wichita, Kansas*
*Mary H. Brown*
*Smoky Valley High School*
*Lindsborg ,Kansas*

Electronic portfolios are the latest additions to the total assessment process for the administrator, counselor, classroom teacher, and student. Portfolio-based assessments provide a holistic, in-depth picture of student achievement throughout the student's school career.

Examining performance data or entering new observations is just a mouse click away. Assessments are often HyperCard stack driven and allow for the incorporation of examples of the student's work, including sound (voice/speech), graphics (student writing), or video and may be compiled by the teacher or student.

## The Parent Connection

*Presenters:*
*Lee Alvis, LMSW*
*Ann Fritz, Ph.D.*
*Flint Hills Special Education Cooperative*
*Emporia, Kansas*

The Need: Parents have a special relationship with their child throughout life. It has been likened to a marathon - a lifetime responsibility which does not begin or end with the formal educational process. Their stake in their child's development is full of emotion and dreams. Yet, many times they perceive educators presenting short-term unreachable challenges for their child, representing a system that often interferes with their lives and does not prepare them for the ongoing responsibilities of caring for their child.

The Goal: The Parent Connection Project was established to encourage more communication and partnerships between the school and the family, and to assist these families to meet the needs of children who have been identified as needing special education services. This project links parents with service providers and parents with parents, empowering parents to be a leading force in meeting the needs of their child.

Project Activities: We will discuss activities of the project designed to meet these goals and provide hand-outs detailing how the programs were developed and implemented. Discussion will include: Parent Survey and Findings, the Mentor Program, establishing an Interagency Coordinating Council, Parent Support Groups, Classroom Helper Program, and developing the Parent Packet, Resource Guide, and quarterly Newsletter.

## Technology Planning: A Blueprint for Technology Leaders

*Presenters:*
*Gerald D. Bailey, Ed.D.*
*Tweed Ross, Ed.D.*
*Kansas State University*
*Manhattan, Kansas*

Objectives:

1. to highlight proven technology planning practices,
2. to document importance of leadership role of administrators in technology planning, and
3. to explain a six-step technology planning model which is published by Scholastic Inc.

Content Outline:

1. the role of the administrator and technology coordinator in technology planning,
2. the field-tested six-step technology planning model,
3. illustrations of each step,
4. demonstration of existing products,
5. the role of teachers, administrators, boards of education, and parents, and
6. resources for creating and using activities to transform teaching and learning through the emerging technologies.

Method of Presentation:

1. use of computer and HyperCard to project illustrations,
2. use of VCR and videotape to illustrate examples,
3. use of role-playing to demonstrate power of strategies,
4. lecture-discussion to motivate participants, and
5. use of handouts for future reference.

Program Description:
Many school administrators are caught in a web of confusing and conflicting information about educational technology. Interactive, strategic planning can change all that! Here's an easy-to-follow, practical "blueprint" to every phase of technology planning. Find out how other schools are transforming teaching and learning with the emerging technologies.

## Reconsidering the Traditional:
## Integrating American History and English III the Year Long

*Presenters:*
*Liz Ballard*
*Ray Anderson*
*Haviland High School*
*Haviland, Kansas*

Session Overview:

I. Getting Started – process of initiation of program (overhead and handout)
   - A. Write individual course outcomes
   - B. Identify common themes in courses
   - C. Write integrated outcomes
   - D. Plan activities and assessment from outcomes
   - E. Evaluate and revise after each year

II. Integration Overview (overhead and handouts)
   - A. Outcomes and Assessments
   - B. Activities and Time Schedule
   - C. Tape of Activities

III. Recommendations

IV. Handouts -- Bibliographies, book lists, term paper topics, others

V. Questions

Session Objectives:

1. Describe the program and discuss the process used in developing and implementing the program at Haviland High School.
2. Motivate an interest in implementing integrated programs in other schools by session presenters' attitudes, discussing why integration is valuable, and how to implement.
3. Provide recommendations to those educators starting integration programs.
4. Collect and share ideas and recommendations from experienced integrators in the audience.

## Service Integration in Rural and Small Schools

*Presenter:*
*Robert D. Bhaerman*
*Research for Better Schools*
*Philadelphia, Pennsylvania*

One of the most promising reform initiatives of the 1990's envisions schools as centers where a wide array of educational, health, and social services are delivered to the community. The objective of the presentation is to convey information and insights regarding (1) the knowledge base on which rural practitioners can design their service integration policies and programs and (2) guidelines which rural practitioners can use in implementing service integration strategies and interventions.

Recent data from the Children's Defense Fund (CDF) indicate that rural children have less access to health care; rural areas lack access to specialized health care providers and hospitals; the shortage of child care appears to be even worse in rural areas than in the rest of the nation; rural communities are not immune to problems of drugs and safety in schools; rural youth are more likely to be school dropouts than those in metropolitan areas; rural dropouts are less likely than metropolitan dropouts to return to school later; and thousands of rural children are homeless. Typically, service integration is perceived as an urban problem. However, as the CDF findings indicate, the needs are equally great in rural areas. The key question is: Does service integration "work" equally well in Philadelphia and Center Point, Iowa?

The existing knowledge base appears to provide "generic" practitioners with valuable "generic" information and insights about what they need to know and need to do; it does not appear to provide a great deal of targeted information and insights that would be helpful to rural school personnel and their colleagues in rural community agencies. Nor does it provide specific guidelines that apply to their unique situations. The presentation will address the issue of what rural practitioners need to know and be able to do.

## The Coalition of Essential Schools

*Presenter:*
*John K. Burke, Ph.D.*
*U.S.D. #338*
*Valley Falls, Kansas*

Early this year, Valley Falls High School was recognized as the first Kansas school to be accepted into the Coalition of Essential Schools.

The Coalition of Essential Schools is a school restructuring process that has over 500 schools nation wide doing some incredible things for students. Founded by Theodore Sizer after his five-year study of American high schools, this program is based upon the basic common elements of the best schools in his study. These Nine Common Principles of the Coalition of Essential Schools can help any school faculty to provide a better education for its students.

This process is extremely compatible with Quality Performance Accreditation. In fact, a network of schools that are interested in the Coalition of Essential Schools and QPA has been meeting in Topeka for over a year. The combination of the two programs empowers students to enjoy school and learn more at the same time.

This presentation will allow participants to learn more about the Coalition of Essential Schools restructuring process and how it accentuates the good in Quality Performance Accreditation. They will examine the differences between traditional secondary schools and essential schools. Participants will also consider strategies to utilize in restructuring schools.

## Rethinking Local Staff Development: Creating a Model for Professional Growth

*Presenter:*
*Robert Ciscell*
*Rural Technical Assistance Center*
*Overland Park, Kansas*

This session is designed to address several critical issues confronting school administrators and classroom teachers as they assess, prepare, and conduct local staff development programs. Outcomes for participants include the following: (1) formulation of a definition of staff development, (2) identification of the characteristics of an effective inservice program, and (3) rethinking an existing model or beginning to lay the foundation for developing a local model of staff development.

Many specialists in supervision agree that staff development is an important function of supervision. The supervision of staff development is a coordinating function ultimately concerned with the improvement of instruction and learning. The supervisor's role is made more difficult by lack of agreement and uncertainties about the scope and nature of inservice education. Not only are teachers unable to reach consensus on whether inservice education is or can be effective, we frequently encounter those who openly suggest that inservice education is not really necessary. Furthermore, there is considerable disagreement on what kinds of staff development are best and on the overall goals of inservice programs. For example, should we spend our time correcting deficiencies or in providing enriching developmental activities.

During the session, participants will be asked to examine the following set of assumptions as they consider a staff development plan for their schools:

1. All persons in schools, to stay current and effective, need and should be involved in inservice throughout their career. . .
2. Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development. . .
3. Inservice education should have an impact on the quality of the school program and focus on helping staff members improve their abilities to perform their professional responsibilities. . .
4. Adult learners are motivated to risk learning new behaviors when they believe they have control over the learning situation and are free from threat of failure. . .
5. Educators vary widely in their professional competencies, readiness, and approaches to learning. . .
6. Professional growth requires personal and group commitment to new performance norms. . .

7. Organizational health -- including factors such as social climate, trust, open communication, and peer support for change in practice -- influences the success of professional development programs. . .
8. The school is the primary unit of change, not the district or the individual. . .
9. School districts have the primary responsibility for providing the resources and training necessary for a school staff to implement new programs and improve instruction. . .
10. The school principal is the gatekeeper for adoption and continued use of new practices and programs in a school. . .
11. Effective inservice programs must be based upon research, theory, and the best education practice. (Oliva, P., 1989, Supervision for Today's Schools, p. 350).

Participants will be asked to consider the characteristics of an effective inservice program. The following indicators, based upon research into what constitutes a model program, will be addressed:

1. Inservice education should be designed so that programs are integrated into and supported by the organization within which they function.
2. Inservice education programs should be designed to result in collaborative programs. The plan should include ways to involve all the constituencies of the school: teachers, administrators, supervisors, the nonteaching staff, students, and lay persons.
3. Inservice education programs should be grounded in the needs of the participants. The plan should be developed from an assessment of the needs and interest of the persons to be served.
4. Inservice education programs should be responsive to changing needs. The plan should allow for changes as conditions change and as research brings forth new knowledge.
5. Inservice education programs should be accessible. The location, the physical facilities, and the timing are all important factors to be considered in an inservice education plan.
6. Inservice education activities should be evaluated over time and be compatible with the underlying philosophy and approach of the district (Oliva, p. 351).

Finally, this session will deal with strategies for developing local inservice needs assessments, features of an individual school plan for staff development, and criteria for evaluating a master plan for staff development.

## Planning for Multicultural Education

*Presenter:*
*Helen Cohen*
*Rural Technical Assistance Center*
*Overland Park, Kansas*

Objectives:

Participants will:
- Be aware of current theories and models of multicultural education.
- Be familiar with guidelines for dealing with issues of diversity and equity.
- Identify educational principles for implementing multicultural education.

Content:

This presentation examines and analyzes rationales and needs for multicultural education in the context of school improvement in rural settings. It reviews relevant research and theoretical writings in addition to current policies and practices. Multicultural education is defined and goals are identified. Curriculum and instructional models are presented. Guidelines and principles for dealing with issues of diversity and equity are provided.

Presentation methods:

- Lecture
- Discussion
- Brainstorming
- Prioritizing

Handout and transparencies will be provided by presenter.

## Tech Prep: Meeting the Needs of the Middle Majority

*Presenters:*
*Judy Crymble*
*Garden City Community College*
*Beverly Ellegood*
*Garden City High School*
*Garden City, Kansas*

Garden City's 2 + 2 Tech Prep Connection adds up to more than 4! Garden City Community College and local USD's have initiated cooperative partnerships since 1989 to better serve the education needs of the "middle majority". Secondary and post secondary staff have developed programs of study which feature a sequence of competency-based, articulated courses, and applied curriculums which integrate academic and technical skills. As the state's pilot project, we look forward to sharing with others who are about to initiate similar 2 + 2 Tech Prep Connections.

The Connections are many. For local educators, 2 + 2 represents an opportunity to create a network for communication and mutual support. For parents the connection provides a partnership role with the school as they work together to design an appropriate program of study for each student. For students it offers a key motivational factor which helps them to focus on personal goals which will connect them to a more successful future. The final connection is that with the local community; for, there has always been a close connection between the education level of the citizens of a community and that community's economic growth and development.

One of the key components of the 2 + 2 Tech Prep Connection is a well-defined guidance program which assists students in the development of a meaningful education/career plan which supports personal goals. This session will give an overview of Tech Prep with emphasis on the development of a strong guidance component through Career Center and Advisor/Advisee activities.

## Strengthening Kansas Families:
## Schools and Families Working Together

*Presenters:*
*Joyce Cussimanio*
*Shelly McColm*
*Southeast Kansas Regional Prevention Center*
*Girard, Kansas*

Participants who complete this session will be able to:

- list and describe training components,
- describe training activities that develop skills related to training components,
- list steps to implementation of training.

This didactic workshop provides an overview of the Family Strengths training model currently being utilized in Southeast Kansas. Specific workshop content includes the philosophy, components and an implementation plan overview of the model.

This training model focuses on the positive aspects of the family and recognizes that families are the cornerstone of substance abuse prevention efforts. Training is based on research that has focused on identifying qualities that enable certain families to function effectively under adverse conditions. Empowering families to be mutually supportive and providing them with opportunities for development and reinforcement of needed skills is an integral part of such prevention. The emphasis of this model is on education rather than treatment, reinforcement of skills and family wellness. All types of families are eligible for this training including traditional, single parent, extended and blended families. Follow-up with families involved in such efforts to strengthen Kansas families indicates this is a powerful prevention tool.

## Children and Weight Project

*Presenters:*
*Jeanne Dray, RD*
*Martha Kellstrom, Ph.D.*
*Kansas State University*
*Manhattan, Kansas*

• One challenge for the 90's is to combine nutrition, movement, and self concept in such a way that a real impact is made on the problem of obesity in children.
• Childhood obesity affects about 25% of children six to 17 years of age. Between 1963 and 1980, obesity increased 54 percent in children ages 6 to 11 years. Not only are there more obese children, but they are getting fatter.
• The Children and Weight Project, which will be available in 1996, is being coordinated by Extension Foods and Nutrition at Kansas State University. The goals are:

Professionals and parents will be more likely to:

- Encourage the division of responsibility in eating -- parents and caregivers buy, plan, and prepare food, maintain structure of meals and snacks, provide a pleasant and supportive feeding environment and the child has the freedom to eat and decide how much.
- Support a child's growth into his/her body weight rather than encouraging weight loss and dieting.

Children will be more likely to:

- Accept themselves and others as valuable no matter what their size, shape, or weight.
- Value and participate in exercise that is enjoyable.
- Develop healthy eating and exercise habits for a lifetime.
- Accept themselves and others as valuable.

The presentation will be lecture, discussion and some group participation. The project will have as its end product educational materials for professionals, parents, and children ages 6-11 years.

Each grade will have a handout for professionals and parents explaining how nutrition and eating, movement and self concept affect us all.

Five nutrition activities, 5 movement activities, and 5 self concept activities will be provided for the children to do in the classroom. A poster will be designed to get across the point that all children are lovable and valuable no matter what their weight, size, or shape. Two short (10 minute) videotapes will be developed - one for professionals and one for children which will be flashy to introduce the major ideas of the Children and Weight Project.

## Survival and Success Without a Community

*Presenters:*
*Richard W. Ehlers*
*Jim Pothorst*
*Bridge Creek Schools*
*Blanchard, Oklahoma*

Objective:

Provide data as evidence that a school can survive and succeed without a township or community for normal support. Provide quality education for 1000 students.

Content:

Facts and figures for data for the past five years. Introduction of new programs for learning in all areas.

Location:

1. From Tuttle: 6 east, 4 south on Sara Road, 3/4 west
2. From Tri-City Center: 6 west, 4 south on Sara Road, 3/4 west
3. From Oklahoma City: 8 south on Hwy 62, 6 west, 4 south on Sara Rd, 3/4 west

Public School:

| | |
|---|---|
| K-12 enrollment | 1025 students |
| Certified staff | 70 |
| Administrators | 5 |
| Secretaries | 7 |
| | |
| Support: | |
| Cooks | 6 |
| Custodians | 6 |
| Maintenance | 4 |
| Bus Drivers | 15 |

Total: 1136
Payroll: 111

Area

6 miles x 7 miles = 42 square miles in Grady County

## FIVE YEARS OF PROGRESS

| | 1986-87 | 1992-93 |
|---|---|---|
| Total Budget (+203%) | $1,703,118 | $3,454,632 |
| Average Daily Membership | N/A | 1250 |
| Total Enrollment (+35%) | 730 | 985 |
| Number of Certified Staff (+28%) | 58 | 74 |
| Number of Computers (+376%) | 29 | 105 |
| Number of Library Volumes (+361%) | 5000 | 18,059 |
| Number of Students Exposed to Foreign Language (+1000%) | 0 | 985 |
| Number of Bus Routes | 7 | 12 |
| Total Transported (+213%) | 400 | 850 |

## BUILDINGS AND GROUNDS

Completion of High School Building
- Art Room
- State-of-the-art Chemistry and Physics
- State-of-the-art Biology
- High School Offices
- Parking Lot
- Sidewalks
- New and expanded high school media center
- Outside area, including benches, grassy areas, flag area

Athletic Facilities
- New field house and weight room
- New ticket and concession stand
- Two public restrooms
- New state-of-the-art stadium bleachers and press box
- New and improved football field lighting
- Complete renovation of gym
- New baseball field with facilities to make it one of the best in the area (good enough to host play-off games)
- Renovation of old gym for limited use
- Weight room for elementary

Elementary
- New classroom building for elementary
- New elementary library
- Discontinued use of temporary buildings
- Established and provided facilities for handicapped program

General

- Completed administration building
- Band building
- Proper facilities for counseling in all buildings
- All buildings covered by Central Station Electronic Security
- Complete security fence on north side

Projected growth in five more years at the same rate as previous five years:

| | |
|---|---|
| Total Budget | $10,467,534 |
| Total Enrollment | 1330 |
| Certified Staff | 100 |
| Computers | 500 |
| Library Volumes | 83,251 |
| Bus Routes | 21 |

PROGRAMS EXPANDED AND/OR ADDED

Counseling services available to all students
Music and art for grades K-12
Library media program for grades K-12
Transitional first grade program
Foreign language in grades 1-12
Gifted/Talented education program
Comprehensive special education program
Reading for all 7th-8th grade students
Reading for grades 9-12 for those who need it
Band program for grades 4-12
Full athletic and physical education program
State-of-the-art Foreign Language lab
Computer literacy program for grades 1-12
Excellent volunteer program
Full accreditation from North Central
State recognized vocal music program
Chapter I Language Arts program
Elementary remedial math
Full-time school nurse
Academic team for grades 7-12
Honors courses for college bound students
Science fair for students 1-12
Excellent mainstream/resource room for LD program
Excellent mathematical ability grouping program for grades 5/6
Student skills program for all 9th grade students
Drama I, II, and III
Accredited ACT Exam site

***** A copy of the complete presentation can be obtained by contacting the Center for Rural Education and Small Schools, 124 Bluemont Hall, Kansas State University, Manhattan, Kansas 66506.**

## Teaming Together for Progress

*Presenters:*
*Ann Fritz, Ph.D.*
*Elizabeth McCoy*
*Flint Hills Special Education Cooperative*
*Emporia, Kansas*

The concept of inclusion and the successful education of all students in neighborhood schools requires that everyone associated with schools begin making changes not only in the way students are taught but also how they are valued and viewed as successful learners. Since the passage of PL 94-142 in 1975 many students have been displaced from their neighborhood schools and classrooms, segregated and "remediated" with a different and separate curriculum. Inclusion of all students in the regular educational setting suggests that education undergo fundamental changes. The greatest of these will involve moving from the separate systems of regular and special education to a unified system where each student is valued; where each student can be successful to the greatest extent of his or her abilities; where all are treated and taught as individuals.

Extensive training and retraining of both regular and special education teachers, administrators, parents, students and entire communities is necessary to provide opportunities for developing competencies relating to inclusion. Through shared ownership and collaborative teaming regular education and special education teachers are encouraged to work successfully with all students.

This presentation will focus on how one rural special education cooperative, serving over 1100 students in seven school districts, began the process of successfully including all students in their neighborhood schools. The models for the delivery of services and the extensive staff training plan developed by the cooperative will be discussed. Inservice activities are designed to help school staff and parents form effective collaborative teams and acquire competencies to implement the best educational practices for all students. They include providing opportunities for site visits, attendance at conferences, networking, teaching instructional strategies, and maintaining an open dialogue to address barriers preventing the realization of the vision and renewing and revitalizing the commitment to the vision.

## Communications in Schools

*Presenters:*
*Clark Gardener, Ph.D.*
*Pat Cruzeiro, Ph.D.*
*Chadron State College*
*Chadron, Nebraska*

Participants will have a hands-on experience with a communication problem found within schools. A discussion of how to improve communication and handouts will follow the activity.

## Educational Software Preview

*Presenter:*
*Conn Harrison*
*USD # 383 Manhattan-Ogden*
*Manhattan, Kansas*

This session will cover some of the latest K-12 software available for IBM, Apple, and Macintosh. As a teacher, or parent, you may have access to a computer but may not know what to do with it. We will show you how educational software can be applied to satisfy your needs. There are many new and exciting educational software programs that are highly motivational and valuable. We will demonstrate some of the programs and provide a handout describing these and many more.

## Inclusion and Technology: How Technology Can Be Used to Integrate Special Needs into the Classroom

*Presenter:*
*Conn Harrison*
*USD # 383 Manhattan-Ogden*
*Manhattan, Kansas*

Inclusion and the Americans with Disabilities Act (ADA) have increased the awareness and the needs of the disabled. We will be demonstrating various devices that help individuals function within the regular/special classroom and our society. Areas that will be addressed will be switches and modifying devices, communication devices, alternative input devices for computers, and software and how these can help integrate individuals.

## School Choice in Nebraska: The Enrollment Option Program

*Presenters:*
*Roger Hudson*
*Dennis Pool, Ed.D.*
*Nebraska Department of Education*
*Lincoln, Nebraska*

The Nebraska Legislature created the Enrollment Option Program in 1989 to allow parents to enroll their children in public school districts other than the district of their residence. Since that time nearly 5,000 students or nearly 2 percent of the total public school population of the state have exercised their option. Influencing parents to use the Option have been reasons that range from sincerely held perceptions of educational quality to outright tax dodges.

The legislature has been willing to annually amend the original statutes to improve the program. School districts have become familiar with the management processes and frequently suggest ideas for further improvement or simplification.

The program has had an effect on the school district reorganization efforts of the legislature and the State Board of Education. Some have been negative, but most have been positive.

Policy makers considering the use of enrollment options programs should be aware of how a program of this nature can complement some facets of school restructuring. Limitations in the expected outcomes should also be considered.

## Model Outcomes-Based Curriculums: Math, Communications, and Science

*Presenters:*
*David Huffman*
*Jerry Vickers*
*Southeast Kansas Education Service Center*
*Girard, Kansas*

This presentation focuses upon K-12 outcomes-based curriculums. Examples of outcomes-based Math, Communications and Science will be reviewed with the participants. Information as to how school districts may participate in this project will be shared with the audience. Sample curriculums will be available for inspection. These curriculums are designed to help each school district to meet their QPA requirements. They are designed to encourage teacher ownership and promote staff development activities. This curriculum format is especially helpful to small and rural schools. Handouts will be provided.

## Staff Development and School Improvement: A Case Study

*Presenter:*
*Jane B. Huffman*
*Norman Public Schools*
*Norman, Oklahoma*

The objective of the presentation will be to share information which was gathered during a dissertation pilot project entitled: Staff Development and School Improvement: A Case Study. The presentation will be a mini-lecture with overhead transparencies as well as audience interaction based on shared experiences and questions. The content of the presentation will include a brief review of the staff development literature which serves as the theoretical basis for the study, discussion of the relevance of the study, an explanation of the methods, an analysis of the data collection, and a discussion of the major themes which the author discovered in the grounded data. These themes are:

- Staff development builds collegiality among teachers.
- The administrator is responsible for providing direction for the school and setting the overall tone for school improvement.
- Teacher involvement is critical to the success of any program.
- Change is critical to the life of the school.
- The end result of school improvement is to meet the needs of the students.
- School improvement was dependent upon the leadership role of the administrator to share decision-making power.
- Staff development and school improvement are inseparable.

Finally, a synopsis will be offered which will lead into the possibility of developing and implementing this type of organizational strategy at various schools. Pros and cons will be discussed as well as specific extenuating circumstances at particular sites. Copies of the paper, other resources, and a bibliography will be provided for all participants.

# Preparing Students for the Future:
# Career Planning for Rural High School Students

*Presenters:*
*Kenneth F. Hughey, Ph.D.*
*Kansas State University*
*Manhattan, Kansas*
*Jo Leta Weems*
*USD 329*
*Alma, Kansas*

Career planning for rural high school students is essential as students prepare for the transition from high school to the work force, vocational-technical education, or college/university. Career development activities are an integral component of school counseling programs at the high school level. Through the career activities rural high school students are provided opportunities to learn about themselves, to explore and gain knowledge about the world of work, and to learn and apply decision-making skills. The career development activities provide opportunities for collaborative efforts involving teachers, counselors, and the community and enable students to prepare for their transition from high school.

The objectives of this presentation will be to address the following:

a. the need for career development activities for rural high school students;
b. occupational trends;
c. the basic skills needed by students for success in the workplace; and
d. a career planning program offered at a rural high school to address the career development needs of its students.

It is important that we provide students with the skills and information needed to deal effectively with the changing occupational society and workplace. The implementation of career planning activities as part of a school counseling program in a rural high school is a proactive step in facilitating the development of students as they prepare for their future.

## The University-based Facilitator in the Rural Schools

*Presenter:*
*Joan Kopperud, Ph.D.*
*University of North Dakota*
*Grand Forks, North Dakota*

Objectives of the Presentation:

The major objectives of the presentation are: 1) to provide a general description of the Prairie Teachers Project which resulted from a Bush Grant during 1990-1992, 2) to describe the facilitator's role which emerged during this project, and 3) to share how participation in the project affected the facilitators' attitudes and work outside the grant parameters.

Content to be presented:

This session provides an overview of the Prairie Teachers Project, which was implemented in eight rural North Dakota schools for a two-year period. The presenter describes one approach to addressing the issues of isolation and anonymity which often accompany the rural school teaching experience. The facilitator's role is described as acting as an important connection in three key areas: as connectors to a larger professional network; as stimulators of professional dialogues among teachers and among colleagues outside of the immediate settings; and as intermediators both inside and outside of the rural school. The university-based facilitator role may serve as a model for other university-school partnerships. The presenter describes current research which resulted from the Prairie Teachers Project and suggest areas for further research on the university-school partnership.

Method of presentation:

The session material will be presented through lecture; question and answer time will be included as well.

## What Do Students from Rural and Small Schools Say About Their Preparation for University Study?

*Presenters:*
*Ray Kurtz, Ed.D.*
*Kansas State University*
*Manhattan, Kansas*
*Ron Lantaff*
*Pretty Prairie, Kansas*
*Larry Lysell*
*Grainfield, Kansas*

This panel presentation is being proposed to provide communication between graduates, administrators, and teachers of rural and small schools. It is commonly reported that very little is heard back from students after they graduate and leave for higher education.

The panel members will react to the question, "How well did your rural or small school prepare you for attending Kansas State University?" This presentation will act as a report card from these students to the persons in attendance. Strengths as well as weaknesses will be given by members of the panel.

The panel will consist of six KSU students (both male and female) selected from various classifications and majors, all from Kansas rural and small schools.

# Project INTERACT: Training Personnel to Use Two-Way Interactive Distance Learning Technology

*Presenter:*
*Frances Lee*
*Kansas State Board of Education*
*Topeka, Kansas*

• The purpose of Project INTERACT is to prepare state, regional, and local staff development providers to use effectively an interactive two-way television network that is being established in Kansas. During the 1991-92 school year, four consortia of school districts will begin to deliver instruction using this medium. At each site, four to eight school districts will have television classrooms which are linked to each other and to a regional education service center by fiber optic cable. Staff and students at each site can see and hear what is occurring in the other classrooms as easily as if they were face to face.

• Two-way interactive television holds great promise for overcoming problems associated with delivering special education services to remote school buildings, lack of trained special education and related services personnel, and inadequate consultative and inservice support for instructional staff working with students with disabilities. This promise will not be realized if educators are not trained it its use. New skills will be required for distance instruction delivered via a television camera and interfaced with ancillary electronic tools such as CD ROM, VCR facsimile and visual tablet display. This project proposes to continue development of training modules and individualized learning modules for personnel staff development deliverers in the Kansas Department of Education and participating area education service centers, school districts, and IHEs.

• Components of the training include:

1. The use of all the technological functions of the medium, such as use of the control panel of an interactive television system, use of interactive visual aids, and development of effective presentations with the assistance of presentation management software.
2. Competencies in communicating through broadcast from a classroom equipped to transmit and receive television signals.

• Training will be delivered by local education agency staff who have been involved in the establishment of interactive television networks and by consultants with theater, film and television broadcast expertise. Trainees will actually use the medium in order to practice and demonstrate the competencies gained in the training. The target audience for training will be KSBE program specialists in special education, curriculum/instruction faculty from a major state university, local education agency staff development providers, teachers in low incidence disability areas, speech/language clinicians, occupational therapists, and physical therapists. Over 600 persons will be trained to use interactive television over the three-year period.

## Smokeless Tobacco Consumption by Students Attending a Southwest New Mexico High School

*Presenters:*
*Linda Carol Lopez, Ph.D.*
*Western New Mexico University*
*Penelope Ann Hamlin*
*Cobre High School*
*Silver City, New Mexico*

During the fall of 1991, 208 female and 191 male students attending a public high school located in Southwestern New Mexico were surveyed about their use of smokeless tobacco products. The high school was located in a relatively isolated community of approximately 3,500 inhabitants. One female respondent identified herself as a chewing tobacco user. Eight percent (17) of the male subsample indicated they used chewing tobacco. Five percent (11) of the males reported that they dipped snuff. The male subsample included 152 Mexican-Americans and 26 Anglo-Americans. A Chi-Square analysis indicated the frequency of Anglo-American smokeless tobacco users was significantly higher ( $X^2 = 9.36$, $p = 0.01$) than the frequency of Mexican-American smokeless tobacco users.

An oral presentation will be made by the first author, and a copy of the research report will be provided to those who attend this session.

## Sustaining Education in Rural Communities

*Presenters:*
*Paul Nachtigal*
*Mid-Continent Regional Education Laboratory*
*Toni Haas*
*Independent Consultant*
*Aurora, Colorado*

Public education, as it currently operates, is an industrial/urban model of schooling. Implementing such a model in rural communities has resulted in education being an extractive process, taking the most precious raw material, the youth of the community, and exporting them to urban areas. Rural citizens and rural educators are beginning to work together to reverse this trend, seeking ways to make rural education, and as a result, rural communities, sustainable. This session will present the argument against extractive education, suggest a new way of thinking about what sustainable education looks like and share examples of classes and schools where education is contributing to a more sustainable rural society as well as personal development.

Sustainable education has the following characteristics:

- It encourages rural community viability, linking learning in schools to the real lives of students, and increases the interactions between young people and caring, knowledgeable adults.
- It stimulates rural school resiliency, enhances diversity, enables flexibility in decision-making, develops and links with appropriate technology.
- It promotes pride in rural locations, honors local history and respects rural culture.
- It enhances human health and well-being.
- It protects and restores local environments.
- It stimulates local economies, teaching young people how to create as well as get jobs.
- It fosters democracy, civic participation and social justice and encourages intergenerational links.

Sustainable education begins with the community as the focus of study and requires a curriculum which attends to content, cognition and context.

## Personnel Recruitment/Selection/Induction in Small/Rural School Districts

*Presenter:*
*Steven Neely, Ed.D.*
*USD 403*
*Albert, Kansas*

General Purpose:

To acquaint participants with successfully proven methods of recruiting/selecting/inducting both certified and classified staff members for small/rural school districts.

Desired income will include participants becoming more aware of:

1) Establishment of job descriptions
2) Methods of advertising position vacancies
3) Interviewing techniques - do's, don'ts and the law
4) Matching the candidate and the position
5) Induction of new staff members.

Handouts will be provided.

## Gender Equity: Not for Women Only

*Presenter:*
*Janice L. Norlin*
*Cloud County Community College*
*Concordia, Kansas*

The North Central Kansas Gender Equity Resource Center serves public schools K-12 in a sixteen-county area. It is funded through the Kansas State Board of Education and Carl Perkins funds.

There are three primary goals for this project:

1) to understand and address the detrimental effects of sex-role stereotyping in the classroom,
2) to encourage middle school and high school students to explore the possibilities nontraditional career options have to offer, and
3) to utilize the wide array of resources available through the Gender Equity Resource Loan Library.

This session will provide statistical evidence of the detrimental effects inequitable treatment has on both boys and girls, and subsequently men and women as they form families in their adult years. In addition, it will focus on inequity and the subtle and not-so-subtle issues inequity raises in all aspects of rural life. The session will promote a dialogue for sharing ideas and resources available to confront these issues.

## How to Expose a Wolf in Sheep's Clothing: Consumer Protection in Staff Development

*Presenter:*
*Charles R. Oaklief, Ph.D.*
*Kansas State University*
*Manhattan, Kansas*

Objectives:

1) Introduce administrative, teaching, and support staff to the concept of learner/participant rights and the ethics associated with the staff development process.

2) Demonstrate to participants how to identify "quality" in advertised seminars, workshops, conferences, and related staff development events.

3) Develop the "know-how" with participants as to their own responsibilities and process in changing existing (possibly inadequate) staff development policies, practices, and procedures.

Content:

1) Introduction to the common problems and mistakes made in the development, content, and delivery of staff development programs in the public school area.

2) Review of "real" examples of staff development brochures and related promotional materials. Discussion of "what to look for" in terms of a quality learning event.

3) Presentation of the research data on Quality Learning Environments and their impact on Quality Principles of Teaching and Presentation.

4) Discussion of the research on the causes for staff development program failure.

5) Group process and commitment to the Quality Staff Development Creed.

Method of Presentation:

Lecture, small group discussion, and nominal group process.
Handouts, examples, and overhead projector.

## Changing Rural Ethnic Diversity: A Challenge for Teachers

*Presenters:*
*Marjorie B. Pace, Ph.D.*
*James E. Potterfield, Ph.D.*
*Francis Marion University*
*Florence, South Carolina*

Objective:

Participants will consider current immigration patterns, their current and future impact on rural classrooms and solutions to the social and instructional problems that will occur.

Method of Presentation:

Background information introduced, followed by review of the relevant bibliography and specific samples of appropriate inservice presentations.

• This country has had a magnetic effect on people seeking opportunities for religious and political freedom and social and economic mobility. The earliest immigration into New England was from Europe. In the late 1800's, these early settlers were joined by a flood of immigrants from Northern Europe. A second wave of immigrants from Southern Europe followed. Cultural differences existed, yet these primarily white Europeans were assimilated.

• In the 1970's, a new wave of immigrants began to enter the United States. This group, unlike their European predecessors, has been comprised mainly of Latin Americans and Asians. These newcomers bring with them such a potpourri of economic, social, and linguistic backgrounds that our "melting pot" culture is becoming rather a "world nation."

• The literature shows that educational policy cannot be separated from its sociodemographic context. As changes take place in the number of ethnically diverse people being served by schools, schools must adjust both curriculum and instruction.

• Historically, most rural areas have had either a culturally homogeneous population or a stable heterogeneous population. This is beginning to change as the 25% of Americans who live in rural areas become more culturally diverse. For example, in the period between the late 1970's and 1980's, the Asian population doubled in such largely rural states as Kansas, Vermont, and North Dakota. During this same period, in many rural counties of South Carolina - a typical southern rural state - the Asian population grew from 200 to 500%.

• Rural teachers need help in dealing with increasingly culturally heterogeneous classrooms. Not only a variety of learning styles but also social problems stemming from the children's ethnic backgrounds must be addressed. A review of the literature reveals that culturally appropriate instruction increases achievement and that a variety of material can be accessed to develop inservice programs dealing with culturally specific instructions.

## Nebraska's Rural School Facilities Crisis

*Presenter:*
*Dennis L. Pool, Ed.D.*
*Nebraska Department of Education*
*Lincoln, Nebraska*

In 1991, Nebraska school superintendents and building administrators were surveyed to determine their opinion regarding physical condition and adequacy for student instruction in their districts. Superintendents were surveyed regarding their district's fiscal capacity to maintain and construct school facilities. The survey responses were analyzed and categorized into five indexes: "Population Category" of Nebraska school district, "Quartile of Valuation/Pupil," "Population Change Category" of 1990 county census, "Time Periods of Facility Construction," and instructional type of "Building Category."

Significant differences were found in the Nebraska administrators opinions of the condition and adequacy of their school facilities when the facilities were compared by the different categories. Building administrators reported: 18 percent were "poor" facilities for existing instructional programs; 40 percent prevented or inhibited desired changes in instructional programming; 10 percent of the buildings were not generally free from safety hazards; and 55 percent of the buildings were not completely handicapped accessible.

Significant differences also existed in the responses of Nebraska superintendents concerning their district's fiscal capacity for maintenance and construction of facilities. Superintendents in districts where patrons had access to more property valuation/pupil had lower special building or sinking fund levies, less facility bond debt, and a higher rate of confidence in future fiscal self-reliance for facility needs in their districts. Nebraska superintendent responses in counties experiencing population decline had many older buildings in need of replacement and were not confident of facility bond referendum success.

## Indicators of Science and Mathematics Education: 1992 Profile of Rural Schools

*Presenter:*
*Mary Queitzach, Ph.D.*
*University of Idaho*
*Moscow, Idaho*

*Indicators of Science and Mathematics Education: 1992*, a report issued by the National Science Foundation, is a synthesis of statistical indicators and research findings on the quality of science and mathematics education in the United States.

From this collection of data from national databases, a profile of rural schools will be constructed. Items of interest will include:

- Mean proficiency scores in mathematics and science for grades 4, 8, and 12
- Number of semesters required in science from grades 9 to 12
- Number of semesters required in math from grades 9 to 12
- Percentage of rural schools which offer chemistry II, physics I, and physics II
- Percentage of rural schools which offer trigonometry, pre-calculus/calculus, computer literacy and computer programming
- Rural school students' perceptions of parent attitudes toward science and mathematics
- Availability of mathematics instructional materials
- Availability of science laboratories
- Availability of home science resources
- Percent of students engaged in out-of-school activities (visiting museums)
- Percent of students watching various science and mathematics television programs

The statistical profile of rural education is currently being developed. A summary will be completed by August, 1993. This profile will be of help to educators and policy makers to understand the unique needs of rural education.

## Planned Professional Growth

*Presenter:*
*Sam Rawdon, Ph.D.*
*Scott Community High School*
*Scott City, Kansas*

As the drumbeat for school reform has increased, so too have the frustration and anger of our staff increased. They are willing to change if they know what to change. Many senior staff members feel that everything they have been doing for twenty or more years has been wrong. They are being asked to "teach and test" in ways for which they were never prepared. Younger staff members think they have walked into a tornado of rapidly swirling criticisms from a myriad of sources, all of whom have "the solution" but no two are alike. In our haste to meet the rapidly changing needs of our students we may well have stolen the confidence of our most vital resource -- our staff.

It is not possible, desirable, nor do we seek to discard all of these caring professionals. Instead, we have an obligation to provide the time, materials, financial support and administrative leadership to assist these people, young and old, through what will be a trying yet rewarding program of PLANNED PROFESSIONAL GROWTH. This includes planned reading, regular internal discussion and study groups, attendance at and participation in meetings and a series of structured events for personal and professional growth.

## Technology Coordinators: Star Players in Star Schools

*Presenters:*
*Tweed W. Ross, Ed.D.*
*Gerald D. Bailey, Ed.D.*
*Kansas State University*
*Manhattan, Kansas*

This program is designed for administrators and school board members who are engaged in technology planning or anticipate extensive technology implementation in their district. Many school districts are establishing technology coordinators either locally or in cooperation with consortia. This presentation provides an overview of two aspects of these key staff members for schools which are restructuring using emerging educational technologies. The first aspect is the necessary skills and training which technology coordinators must possess to effectively work with a teaching faculty to implement educational technology in the classroom. The second aspect is activities and responsibilities that should be included in a job description for technology coordinator.

## Youth Sports Participation: A Rural and Urban Comparison

*Presenter:*
*Wendell C. Sadler, Ed. D.*
*University of South Dakota*
*Vermillion, South Dakota*

The program objectives were to:

- identify assumptions regarding societal values and sport;
- describe participation in athletics from a developmental perspective;
- outline the orientations youth have toward sport; and
- categorize the implications of rural and urban sport participation.

It was the purpose of this study to identify differences in sports participation among youth in rural South Dakota towns and those from national urban areas. Specifically, participants and non-participants were compared to ascertain motivating factors that influence their choice. Moreover, role models were identified for the purpose of determining their significance in affecting the student's sports involvement.

The analysis indicates that: (1) a higher percentage of rural youth participate in organized athletic programs than in urban areas; (2) rural parents play a greater role in the activity decisions of their children, whereas, peers have more influence as socializing agents to urban youth; and (3) urban students actually have fewer opportunities to partake in sports than their rural counterparts. Moreover, the results show that participants and non-participants varied widely in their reasons to pursue or not to pursue athletic competition. Primarily, participants wanted to be involved in sport competition to: (1) have fun; (2) get exercise; (3) become physically fit; (4) do something in which they were successful; and (5) to enjoy the excitement of competition. Non-participants were not involved in sport competition because: (1) too much emphasis is placed on winning; (2) the coach uses only certain players; (3) they do not feel good enough to join a team; (4) too much time was involved; and (5) outside job considerations.

## Sexual Harassment: How to Spot It and Stop It!

*Presenter:*
*Robert J. Shoop, Ph.D.*
*Kansas State University*
*Manhattan, Kansas*

Although sexual harassment in the workplace is being recognized as a serious issue that must be addressed, the issue of sexual harassment in our schools is only beginning to be brought to light. Recent national studies have documented that sexual harassment is rampant in elementary and secondary schools. A 1993 study reports that 31% of the respondents were harassed at school every day during the last year. When students reported harassment to a teacher or administrator, the school took action in only one-half of the cases.

In last year's U.S. Supreme Court ruling in the case of *Franklin vs. Gwinnett Public Schools*, a school district was held liable for damages awarded to a Georgia teen-ager who was sexually harassed by a teacher. The National Association of Secondary Principals and other professional associations urge schools to establish written policies regarding harassment and initiate training for both staff and students.

Sexual harassment is a controversial and often confusing subject. Behavior that was considered normal and acceptable just a few years ago is now viewed by the courts as sexual harassment. Sexual harassment exists in 90% of our schools. Whether you know it or not, it probably exists in yours. The line between teasing and sexual harassment can be thin. In general, sexual harassment is defined as any unwanted contact of a sexual nature. Failure of school teachers, counselors or administrators to recognize or dissuade such behavior could be grounds for legal action.

This presentation will use video vignettes to help participants recognize sexual harassment in the school setting. The objectives of the session are to help participants: 1) recognize sexual harassment, 2) eradicate sexual harassment in their schools, and 3) develop a training plan for their teachers and students in light of *Franklin vs. Gwinnett*.

## Mentor Teachers: A Positive Change for Beginning Teachers

*Presenter:*
*Elizabeth Simons, Ph.D.*
*Kansas State University*
*Manhattan, Kansas*

Two interrelated programs designed to alleviate the "sink or swim" phenomenon that has traditionally plagued beginning teachers will be described. These programs help new teachers apply the methods, concepts and skills learned in teacher preparation programs and increase their ability to understand and accommodate the uniqueness of the school setting.

The Beginning Teacher Program, sponsored by the Smoky Hill/Central Kansas Education Service Center based in Salina, provides support for first-year teachers, those with experience but new to the district and teachers returning to the profession after a lapse of several years. Staff development program sessions include information such as the beginning of school, discipline, classroom management, effective teaching and assessment and offer opportunities for teachers with similar teaching assignments to discuss these and other issues. An on-site teaching observation is also conducted. While this program has been successful, the elements of collegial assistance at the building level and an understanding of the uniqueness of each school setting have been missing.

The Mentor Teacher Program, a partnership between the College of Education at Kansas State University and the Smoky Hill/Central Kansas Education Service Center, was implemented as a pilot program in August, 1991. Nine experienced teachers, each paired with a beginning teacher, attended mentor training sessions and were given resources to enhance their ability to provide assistance. The success of the Mentor component is evident in that during the first full year of implementation, sixty-eight mentor and beginning teachers participated.

The benefits of these two programs, as related by the teachers and administrators involved, will be presented. A handout describing background information and all components of the two programs will be available. Questions from the audience will be encouraged.

## A Framework for School Reform/Restructuring Staff Development

*Presenter:*
*Michael A. Slattery, Ph.D.*
*Fort Hays State University*
*Hays, Kansas*

Today's society is demanding that the structure and organization of schools must change in order to meet the challenges of tomorrow. Research shows there is a great deal of flexibility in the way schools approach the restructuring process. This presentation will provide a framework for conducting staff development regarding school reform/restructuring. In order to initiate discussion regarding possible reform/restructuring participants will be provided with a number of activities that can be used to help teachers, administrators, students, parents and the community to examine and internalize the issues that are involved in restructuring and reforming schools. Participants will be presented with the outline and framework for conducting staff development in school reform/restructuring as well as receiving a list of resources to assist them in their quest to understanding the different aspects of school reform/restructuring.

Objectives:

(1) To provide a framework for staff development in school reform/ restructuring.
(2) To examine "change" and its relationship to school reform/restructuring.
(3) To provide a list of resources and activities which will assist educators in conducting their own staff development in school reform/restructuring.

Method of Presentation:

The presentation will consist of a balance between overheads and individual and small group activities.

## Shared Superintendent of Schools

*Presenter:*
*Tom Spear*
*Central Decatur and Mormon Trail Community Schools*
*Leon, Iowa*

In the early 1980's several Iowa school systems began sharing their superintendent with another school system. By the 1992-93 school year 110 school systems jointly employed their superintendent of schools. The sharing schools are 25% of Iowa's 418 school systems. Shared superintendent school systems are basically rural and contiguous but range in enrollment from less than 150 students to districts of several thousand students.

My presentation will consist of:

(1) a brief summary of the mechanics of sharing a superintendent;
(2) samples of contracts used between the superintendents and their schools;
(3) comments by a consultant of the Iowa Department of Education concerning the ramifications of a shared superintendent from the point of view of the sharing school districts and the shared superintendents;
(4) my personal experiences as a shared superintendent;
(5) suggestions made by sharing school boards and the shared superintendents for schools considering such a move; and
(6) time for questions.

## Utilizing Community Leaders in Facility Planning

*Presenter:*
*G. Kent Stewart, Ed.D.*
*Kansas State University*
*Manhattan, Kansas*

In recent years school executives and local boards of education have become increasingly aware of the power of the citizenry to influence decisions involving school buildings. This is especially true in referendum states such as Kansas and most of the other Midwest, Plains, and Mountain states. Quite aside from referendum activity for building or modernizing school buildings are issues of grade organization and attendance boundary lines. These questions can become critically controversial. Certainly it behooves school officials to involve leading citizens in these kinds of potentially explosive questions and issues.

Accordingly, in this presentation the experience of districts that have utilized citizen committees will be reviewed. Additionally, guidelines will be offered for successfully selecting and leading citizen committees involved in questions about school buildings and facilities.

## DVI Multimedia: Solving the Mystery

*Presenters:*
*Valerie Stout*
*Jack Koehn*
*Canton-Galva High School*
*Canton, Kansas*

The emerging technology of multimedia is creating a new excitement and offering a new direction for educators at all levels. The DVI system from Audio Visual Laboratories, called DVIDEO, is helping Canton-Galva USD #419 to produce active learners.

Program Details:

(1) A brief background and explanation of the emerging technology of multimedia in education.
(2) A DVIDEO presentation which uses the system to explain:
    -How USD #419 became involved with AVL
    -What DVIDEO is and how it works
    -Why DVIDEO is used in our district
    -How DVIDEO is used in USD #419.
(3) Suggestions for implementing technology such as DVIDEO in your district.
(4) Question and answer segment.

# A Descriptive Analysis of South Carolina's Target 2000 Parent Education Program

*Presenter:*
*Kevin J. Swick, Ph.D.*
*University of South Carolina*
*Columbia, South Carolina*

The past decade has seen a dramatic increase in efforts to empower at-risk children through parent and family early childhood education programs and practices. The goal has been one of prevention and early detection of child and parent risk factors that too often impact them and the community negatively (Swick & Graves, 1993, Empowering At-Risk Families During the Early Childhood Years). The key risk factors often present during the early childhood years include poor nutrition, drug-dependency, poor parenting, dysfunctional family life, inadequate prenatal care, poverty, child abuse and neglect, and many other factors. *The goal of most early childhood parent education efforts has been to provide preventive educational and social services for parents, children, and families* (Powell, D., 1989, Families and Early Childhood Programs).

While the concept of prevention through parent and family education and support has logical theoretical validity, its design and implementation has inherent complexities. This is partially due to the fact that in most schools the primary focus is on a child-centered paradigm. A child- and family-centered program emphasis is finally receiving attention as an essential paradigm for the future. *South Carolina's Target 2000 Parent Education Program is one of the most recent experiments in attempting to promote a family-centered approach to early childhood education.* Twenty-one pilot projects (70% of these projects were located in rural and small schools) were selected to design and implement parent education programs for parents of children birth - five years of age that would potentially impact children's school readiness in positive ways. **The goals of the program were:**

1. to demonstrate effective methods of parent training and support that will enable parents to excel in their roles as the primary teachers of their preschool children;
2. to develop and coordinate appropriate services (for parents, children, and families) based on the growth and development of children;
3. to improve the education, skills, and employment of parents toward having a positive influence on the growth and development of the child; and
4. to assure preschool developmental screening for all children whose families are served in the program.

The 21 programs have been in operation for approximately three years (1990-1993). Each program developed and implemented a design that was most likely to positively impact the lives of at-risk parents and children in their community. **The common components within each program were**: Parent Education, Adult Literacy and Education, Child Services, and Parent/Family Services.

*Parent Education* was a major emphasis in all 21 pilot projects. Parenting information and child information were the main elements in this aspect of the program. Program content included information on topics such as: parent-child relationships, parenting skills, personal/parental self-esteem, family stress management, prenatal and parent health practices, and other important areas. Projects also included information on how children develop and learn, child development areas (language, social skills, motor and physical skills, and emotional growth), and on how parents could develop home learning settings supportive of positive child growth and development.

*Adult Literacy and Education* was a major emphasis in one-third (7) of the pilot projects. The elements that comprised this component were: family literacy services, adult education, and job training. The most innovative practice used by projects was to integrate adult education and parent-child learning activities into a Family Education Center. Projects that provided a supportive and nurturing context for adult learning had a positive influence on parents.

*Child Services* were a part of all 21 programs with 11 pilot projects (slightly more than 50%) having a major emphasis in this component. All of the projects provided Developmental Screening Services for children. Health Services (immunizations, health checkups, medical services) and Direct Educational Services (child development, play groups, tutoring) were also provided by several pilot projects.

*Parent/Family Services* were a major emphasis in 11 of the pilot projects. Direct parent services such as prenatal care, providing transportation to services, and offering child care services were effective in reducing parent and family stress. Family services such as providing heat, clothing, food, and other supports also proved very beneficial. Referrals were a major activity in most programs.

**The evaluation of the program** was designed to be descriptive and analytical of the experiences of the 21 pilot projects. The process focused on gaining staff and parent perspectives on the design, implementation, and evaluation elements of the program. The goals, delivery systems, activities, parent involvement methods, staff development, interagency collaboration, and assessment strategies were studied from a descriptive and participant assessment perspective.

The population of the evaluation was comprised of 166 parents who represented a cross-section of the participating families and the project staff of the 21 pilot projects. The parents were mostly poor, unemployed, single parents who lacked educational skills and who were facing multiple social and economic problems. Seventy percent of the parents lived in rural areas.

*Data sources* included project documents, parent and staff interview forms, and narrative data collected from field notes taken during visits to each pilot project. Two specific instruments used were: The Parent Focus Group Interview Form (PFGIF) and The Staff and Program Interview Form (SPIF).

*Data analysis* focused on parent and staff perceptions of the effectiveness of various program methodologies as well as on describing the substance of program activities as reflected in the work of each pilot project.

**Highlights of the findings of the study** are described as follows:

- An average of 385 parents and 394 children were served per project each of the three years. Of the number served, 66 at-risk parents and 72 at-risk children were provided intensive support and educational services each year.
- Home visiting and group meetings were the most often used delivery systems by pilot projects. However, the most effective projects used multiple delivery systems (visits, meetings, conferences, videotaped programs, newsletters, center-based services, referrals). The use of parent involvement methods like transportation, adaptive scheduling, and child care services was also highly effective in increasing parent participation.
- Strong interagency and intra-school collaboration increased the quantitative and qualitative effectiveness of projects in meeting parent, child and family needs.
- Parent evaluations (as obtained on the PFGIF) indicate that over 90% were very satisfied with all aspects of the program, and 95% believed the program positively influenced them, their children, and their families.
- Staff responses on the SPIF also support the positive influence of the program. Staff were especially impressed by increases in parent competence, parent-child relations, and with observable improvements in children's educational achievements.

**A summary of the findings relative to the <u>desired outcomes of the program</u> is as follows:**

1. The children benefit in terms of readiness for Kindergarten and first grade.
2. There is increased awareness and use by parents and guardians in the program of available community services to assist parents.
3. There is increased use of prenatal services by expectant mothers in the program.
4. There are increased opportunities provided to parents participating in the program for improving their level of education, and there is an increase in the level of education of parents participating in the program.
5. There is increased participation in the program by parents and guardians.
6. There is a reduction in high-risk factors such as single parenthood, teen parenthood, low birth weight, children's accident and injury cases, and rates of child abuse and neglect as a result of participation in the program.
7. There is an increase in positive interaction between parents or guardians and their children as a result of participating in the program.
8. There is an increase in time spent by parents or guardians in the program with their children in activities that help the child to learn, build self-esteem, and gain confidence.
9. There are more favorable attitudes of parents and guardians in the program toward education and their local schools as a result of participating in the program.
10. The program provides developmental screening of preschool children.

## Embracing Diversity in the Classroom: The Arkansas Plan

*Presenter:*

*Carolyn L. Tyree, Ph.D.*

*Arkansas State University*

*State University, Arkansas*

The Multiethnic Education Movement of the 1960's laid the foundation for Multicultural Education. It was concerned with the study of the involvement of various ethnic groups in the United States and the concept of ethnicity in general (i.e. Black Studies, Asian/Pacific Studies, etc.). Multicultural Education involves the acknowledgment of not only ethnicity, but all kinds of diversity. It involves the study of the larger cultural groups which make up the United States. Like multiethnic education, multicultural education is concerned with the modification of educational environments so that they accommodate the cultural needs of all students. Global/International Education focuses on the study of other countries. Multiethnic and multicultural education should serve as the bridges to global education rather than being supplanted by it.

Cultural pluralism in the United States is a social, political and economic reality. As we near the 21st century, the diverse nature of this society demands an approach to education which centers on academic excellence through equity and the development of intercultural competence. The graduates of a K-12 system of education which is multicultural should not only possess proficiency in basic academic skill areas, but also the ability to perceive, evaluate and understand diverse perspectives. They should also possess social action skills and a participatory orientation which motivates them to work to create a more just and equitable society through their chosen fields of endeavor.

Multicultural Education is a process which provides learning environments which properly meet the academic and social needs of students. These needs may vary widely due to race, sex, disability, ethnicity or socioeconomic background. In addition to enhancing their basic academic skills, the process should help students develop a better understanding of their own backgrounds and those of other groups that compose our society. Through this process students should learn to respect and appreciate diversity and overcome prejudicial attitudes. This process should also foster the ability to critically analyze and make intelligent decisions about real-life problems and issues. Finally, it should help students conceive of a better society and acquire the necessary knowledge, understanding and skills to enable them to help move the society toward greater equality and freedom.

The purpose of this presentation is to provide an overview of education which is multicultural as outlined by the ARKANSAS DEPARTMENT OF EDUCATION'S PLANNING AND DEVELOPMENT EQUITY ASSISTANCE CENTER. Components of this overview include the facets of multicultural education--content, approach, an idea; differentiating multiethnic and global/international education; and dispelling myths about multicultural education.

## How to Make State Law Friendly Towards Rural Schools: A Case Study

*Presenter:*
*James H. VanSciver, Ph.D.*
*Lake Forest School District*
*Felton, Delaware*

As rural educators, we tire of legislation imposed on us as the result of lobbying efforts of staff in larger urban school systems. Yet, as a result of the size of our staffs, we often have little time to pursue legislative remedies for the challenges we face.

The Delaware Research for Better Schools Rural Assistance Council undertook a substantial mission for rural educators in the "First State" and the result was a change in Delaware law, a change which was favorable for rural educators!

Through the use of networking, compromise, and a well-developed communication process, the members of the RAC fashioned a strategy which pooled the talents and support of the media, tended to the sensitive pressure points in the Delaware General Assembly, fought off the objections of the Governor, and set up an equalization formula for major capital improvement projects for schools which will result in substantial savings for citizens in rural communities.

The process took three years . . . but the results are well worth it. The process may serve as a model for rural educators in other areas of the country as they seek friendly legislation from state office-holders in their states.

# Understanding Parental Involvement of Rural Secondary School Parents

*Presenter:*
*Carón Westland, Ph.D.*
*Cornell University*
*Ithaca, New York*

Using narratives as a mode to understand culture was the theoretical foundation used for investigating secondary school parental involvement in a rural culture. Forty rural secondary school parents in central New York, twenty-two mothers and eighteen fathers, were interviewed in their homes and asked to recount stories about parental involvement in the home and in the school. Parental involvement was conceptualized as a function of parents' values about the educational process, child-rearing patterns, and interaction with the school community.

The uniqueness of the stories and the experiences were a reflection of their environment, their community, and their common beliefs and attitudes. Through an interpretive inquiry, three parenting styles were identified in reference to involvement: control-oriented, values-oriented, and achievement-oriented. Parents' frames of reference and behavior were dominated by these orientations. Arguments for a more comprehensive and interactive model of parental involvement were made. The interactive model focused on parental involvement in the spiritual, social, physical, and intellectual aspects of children's lives. Suggestions for a more comprehensive rural curriculum to include apprenticeship programs were also presented. The curriculum would accommodate varying family values, student interests, and community needs.

## Empowerment through Multicultural Folk Tales

*Presenters:*
*Gary L. Willhite, Ph.D.*
*Pat Penn*
*Kansas State University*
*Manhattan, Kansas*

Language through literature, whether oral or written, is the wellspring of understanding between cultures in our modern society. The thrust and focus of this presentation is to acquaint and reacquaint educators with the joy and excitement of having students stretch their imaginations and discover the positive side of diversity through the study of multicultural folk tales. Discussion will include the historical background of multicultural folk tales as well as their relevance to education today. The presenters will provide participants with a packet of practical suggestions and ideas for implementation in the K-9 rural classroom.

# Career Factors of Female Superintendents in the Rural Public Schools of New York State

*Presenter:*
*Beth E. Woodworth*
*University of Buffalo*
*Bergen, New York*

This presentation reports the results of a qualitative research study conducted in 1993 to investigate the lives and careers of women superintendents in New York State. The study traces the women's career paths to the superintendency, identifies factors which in their estimation contributed to their success, and investigates the impact of school setting (rural, small town, suburban, urban) on their careers. Additionally, their aspirations for the future are explored.

A discrepancy exists between rural and nonrural school districts regarding the number of women serving in administration. In small town, suburban and urban districts the proportion of superintendencies held by women is small, and even smaller still in rural districts. The small recent increases occurring in the numbers of women in administration and women holding superintendencies have primarily been found in nonrural settings; women's progress has been slowest in rural districts. All this suggests that something characteristic of school settings is pertinent to women's advancement in educational administration. The study suggests that along with the personal factors and organizational factors discussed in the literature, community characteristics are important to understanding women's advancement in educational administration. This presentation shares the results of case studies of some of the women serving in rural school superintendencies in New York State, focusing on the personal, organizational and community factors to which they attribute their success.

The harm to education of the underemployment of women in educational administration can only be more costly in rural districts, many of which are hard pressed for human and monetary resources. This presentation, it is hoped, will assist women in obtaining administrative posts in rural public school systems and be helpful in stemming the loss of women's contributions to rural education.